

Indicator 13 Checklist

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals. [20 U. S. C. 1416 (a)(3)(B)]

Questions	Post-secondary Goals							
	Education	Employment	Training	Independent Living				
1. Is a measurable post-secondary goal stated for this area?	Y N NA	Y N NA	Y N NA	Y N NA				
Can the goal be counted? Will the goal occur <i>after</i> the student graduates from school? <ul style="list-style-type: none"> If yes to both, then circle Y If a postsecondary goal is not stated, circle NA If no postsecondary goal is stated, do not complete # 2, #3, #4, and #5 for that goal								
2. For this post-secondary goal, is at least one annual IEP goal listed?	Y N	Y N	Y N	Y N				
Is an annual goal included in the IEP that will help the student make progress towards the stated post-secondary goal? <ul style="list-style-type: none"> If yes, then circle Y 								
3. For this post-secondary goal, is at least one transition service listed for this post-secondary goal?	Y N	Y N	Y N	Y N				
Is a type of <i>instruction, related service, community experience, employment and other post-school adult living objective, daily living skill, and/or functional vocational evaluation</i> listed in association with meeting the post-secondary goal? <ul style="list-style-type: none"> If yes, then circle Y 								
4. For this post-secondary goal, is there evidence of coordination between LEA and other postsecondary services?	Y N NA	Y N NA	Y N NA	Y N NA				
For the current year, is there evidence in the IEP that any of the following would be responsible for providing transition service or activity: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? <ul style="list-style-type: none"> If yes, then circle Y If it is too early to determine if this student will need outside agency involvement, circle NA 								
5. For this post-secondary goal, is there evidence that age-appropriate transition assessments were used?	Y N	Y N	Y N	Y N				
Was the use of a transition assessment for the post-secondary goal mentioned in the IEP? Did the transition assessment provide information on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal? <ul style="list-style-type: none"> If yes to both, then circle Y 								
6. Is a course of study that is aligned to the student's post-secondary goals indicated?	Y N							
<ul style="list-style-type: none"> If yes, then circle Y 								
Does the IEP meet the requirements of Indicator 13? (Circle one)								
Yes (all Ys for each post-secondary goal included in the IEP are circled) No (one or more Ns circled)								

Instructions for Completing Indicator 13 Checklist

1. Is a measurable post-secondary goal stated for this area?

- Find the transition component of the IEP
- Find the post-secondary goal(s) for this student
- If there is a measurable post-secondary goal in the area of *Education*, circle Y
- If there is a post-secondary goal in the area of *Education*, but it is not measurable, circle N
- If there is a not post-secondary goal in the area of *Education*, circle NA
- If there is a measurable post-secondary goal in the area of *Employment*, circle Y
- If there is a post-secondary goal in the area of *Employment*, but it is not measurable, circle N
- If there is a not post-secondary goal in the area of *Employment*, circle NA
- If there is a measurable post-secondary goal in the area of *Training*, circle Y
- If there is a post-secondary goal in the area of *Training*, but it is not measurable, circle N
- If there is a not post-secondary goal in the area of *Training*, circle NA
- If there is a measurable post-secondary goal in the area of *Independent Living*, circle Y
- If there is a post-secondary goal in the area of *Independent Living*, but it is not measurable, circle N
- If there is a not post-secondary goal in the area of *Independent Living*, circle NA

2. For this post-secondary goal, is at least one annual IEP goal listed?

- Find the annual goals and short-term objectives on the IEP
- For each of the post-secondary goal areas circled Y in question #1, if there is a measurable post-secondary goal in the area **and** an annual goal included in the IEP that will help the student make progress towards the stated post-secondary goal, circle Y for each goal
- For each of the post-secondary goal areas circled Y in question #1, if there is a measurable post-secondary goal in the area **but no** annual goal included in the IEP that will help the student make progress towards the stated post-secondary goal, circle N for each goal

3. For this post-secondary goal, is at least one transition service listed for this post-secondary goal?

- Find where transition services/activities are listed on the IEP
- For each of the post-secondary goal areas circled Y in question #1, if there is a measurable post-secondary goal in the area **and** a type of instruction, related service, community experience, employment and other post-school adult living objective, daily living skill, and/or functional vocational evaluation listed in association with meeting the post-secondary goal, circle Y for each goal
- For each of the post-secondary goal areas circled Y in question #1, if there is a measurable post-secondary goal in the area **but no** type of instruction, related service, community experience, employment and other post-school adult living objective, daily living skill, and/or functional vocational evaluation listed in association with meeting the post-secondary goal, circle N for each goal

4. For this post-secondary goal, is there evidence of coordination between LEA and other postsecondary services?

- Find where persons responsible and/or agencies are listed on the IEP
- For each of the post-secondary goal areas circled Y in question #1, if there is a measurable post-secondary goal in the area **and** evidence in the IEP that any of the following would be responsible for providing a transition service or activity: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal, circle Y for each goal

- For each of the post-secondary goal areas circled Y in question #1, if there is a measurable post-secondary goal in the area **but no** evidence in the IEP that any of the following would be responsible for providing a transition service or activity: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal, circle N for each goal
- For each of the post-secondary goal areas circled Y in question #1, if there is a measurable post-secondary goal in the area **but it is too early** to determine if this student will need outside agency involvement, circle NA for that goal.

5. For this post-secondary goal, is there evidence that age-appropriate transition assessments were used?

- Find where information relates to assessment and the transition component on the IEP
- For each of the post-secondary goal areas circled Y in question #1, if there is a measurable post-secondary goal in the area **and** transition assessment that provided information on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y for each goal
- For each of the post-secondary goal areas circled Y in question #1, if there is a measurable post-secondary goal in the area **but no** transition assessment that provided information on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N for each goal

6. Is a course of study that is aligned to the student's post-secondary goals indicated?

- If yes, circle Y
- If no, circle N

7. Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each post-secondary goal included in the IEP are circled, then circle **Yes**
- If one or more Ns are circled, then circle **No**